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ABSTRACT

For years professionals in the newspaper industry have criticized journalism schools' courses, students, and faculty members, and J-school faculty have lashed back, insisting that the charges are based on simplistic generalities and personal prejudices. While the ongoing debate has yielded little agreement and much confusion, it has provided a growing body of evidence which reveals that several--but not all--of the professionals' criticisms are mistaken. A most frequent complaint is that students are being taught by Ph.D.'s who know a great deal about academic research but little about the practical work of publishing a newspaper; however, a vast body of evidence shows the critics are mistaken. Professionals also want students to complete more courses in the liberal arts; yet, the Accrediting Council on Education in Journalism and Mass Communications already requires students to complete "no fewer than 65 semester hours in the liberal arts and sciences." Half the respondents to an ASNE survey said they did not care whether their new employees had degrees in journalism or the liberal arts. Yet, when they hired new graduates, editors overwhelmingly hired those with degrees in journalism. The first step toward creating a more harmonious relationship between newspaper professionals and J-schools may be to acknowledge the growing body of evidence gathered during the last 20 years. The second step may be to abandon unsubstantiated generalities--or to begin gathering the evidence needed to prove these generalities. (Sixty-eight notes are included. An addendum provides 14 unanswered research questions, and a list of 13 suggested readings is provided.) (NH)

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Growing Body of Evidence

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Growing Body of Evidence

Refutes Some Criticisms of J-Schools

By Fred Fedler*[1]

Professionals in the newspaper industry continue to criticize the J-schools that train 80% of their new colleagues. Typically, professionals criticize J-schools' courses, students, faculty members, and emphasis upon Ph.D.s and research. Some even advise the students interested in journalism to major in another field.[1]

Faculty members, in turn, lash back at their critics, insisting that their charges are arrogant, inconsistent, and mistaken -- and often based on simplistic generalities and personal prejudices.

Everette E. Dennis of the Freedom Forum calls it "a dialogue of the deaf." Dennis explains: "The same issues and problems have been

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inventoried and debated for years, yielding little agreement and much confusion. Industry leaders denounce and denigrate journalism schools at one moment -- and eagerly hire their graduates the next."[2]

After years of debate, everyone can move beyond its generalities, charges, and counter-charges. A growing body of evidence gathered during the last 20 years reveals that several -- but not all -- of the professionals' criticisms are mistaken.

Frequent Criticisms

What do professionals want from J-schools? A survey of dozens of articles published during the last 20 years reveals that the professionals' primary demands include:

*Faculty members with more professional experience.

*A greater emphasis on good teaching.

*A greater emphasis on the practical skills needed to prepare students for work in the newspaper industry.[3]

*A greater emphasis on the liberal arts, so students learn more about economics, history, literature, and the sciences.[4]

*More rigor. Professionals complain that too many of today's graduates cannot write; cannot spell; do not read; and know little about government, current events, technology, and the overall workings of a newspaper.[5] Professionals also want graduates who are more highly motivated, dedicated, imaginative, precise, and curious. They add that more than enough students are majoring in journalism, and that J-schools should do a better job of weeding out the least capable.

*Less emphasis on communication theory courses.

*Less emphasis on the techniques of journalism: techniques that can be learned on-the-job.

*Less emphasis on Ph.D.s and research as requirements for the faculty members in J-schools.

In 1990, only 4% of the respondents to a survey conducted by a committee of the American Society of Newspaper Editors (ASNE) gave J-schools an "A" (strong) rating on the training given their recent graduates. Sixty-two percent gave J-schools a B (somewhat strong) rating, 30% a C (somewhat weak), and 4% a D (weak).[6]

Editors at 381 daily newspapers responded to the survey. When asked what J-schools could do to improve, 64% said they should employ more media professionals as teachers, 58% wanted schools to place more emphasis on "the nuts and bolts of journalism," 47% wanted better students, and 38% wanted tougher grading.

Eight-four percent of the editors added that their new employees must have a college degree, but only 41% preferred a degree in journalism. Fifty percent did not care, and nearly 75% wished that their newest employees had taken more courses in other fields, such as history, the arts, and the sciences.

The criticisms are clearly inconsistent. Some professionals insist, for example, that students should complete more courses in the techniques of journalism. Other professionals insist that those techniques can be learned on-the-job, and that students should complete more courses in the liberal arts.

Faculty Members Respond

Faculty members respond that J-schools cannot be held responsible for every flaw in their graduates. Some problems originate in students' homes. Other problems arise in elementary and high schools. Or, problems may reflect broader societal issues, such as poverty and discrimination.

Faculty members add that editors dissatisfied with the graduates seeking jobs at their newspapers should blame themselves, not J-schools. Colleges' most talented graduates may avoid newspapers because of their notoriously low salaries and difficult working conditions.

There are also philosophical questions about the role of J-schools. Professionals insist that J-schools have a responsibility to train college students to report and edit the news, and some accuse schools of failing in their mission "of fulfilling the needs of today's editors."[7]

Faculty members respond that J-schools are not mere trade schools, established to provide cheap labor for the newspaper industry. Hugh P. Cowdin, a professor in Nebraska, explains, "Journalism education exists primarily for the good of the students." Cowdin believes that faculty members should be concerned with students' intellectual development, not with the task of servicing the communications industry.[8]

Faculty members add that the critics have never proven their criticisms. A former president of the Association for Education in Journalism and Mass Communication concluded, "Often these criticisms are based on sketchy information or, worse yet, on stereotypes built from a few anecdotal cases."[9]

The Facts

The critics' most frequent complaint seems to be that faculty members lack the professional experience needed to be competent teachers. The result, critics add, is disastrous. Students are being taught by Ph.D.s who know a great deal about academic research but little about the practical work of publishing a newspaper. Thus, they are incapable of preparing

students for the realities of their jobs.[10]

One of the trend's most vehement critics, the late Curtis MacDougall, charged that it is easier at some schools for a "'Ph.D. communicologist' with no experience to get a job than it is for an experienced journalism professional."[11] Other critics have added that:

*Many journalism programs are run and staffed by faculty who themselves have little or no media experience.[12]

*Journalism schools today -- sometimes willingly and sometimes under pressure from central administrations -- are becoming increasingly dominated by Ph.D.s, many of them mass communications scholars with no experience in newsrooms.[13]

*Journalism departments either already prefer or expect to prefer academic credentials over newspaper experience in developing their faculties. This means that the coming generations of reporters and editors may be taught by those who know a great deal about the publish-or-perish business, but little about the practical experience of publishing a newspaper.[14]

It is difficult for J-schools to satisfy their critics because few specify their exact requirements. An exception, the National Conference of Editorial Writers, proposed that faculty members should have a minimum of five years of professional experience.[15] Ben Bagdikian, a former professional and university dean, proposed 10 or more.[16]

None of the critics have presented any evidence that faculty members lack that experience. Rather, a vast body of evidence shows that the critics are mistaken.

In 1982, Stone found that the average faculty member had 7.4 years of media experience.[17] Fedler and Counts surveyed 600 faculty members and found that they had an average of 12.5 years of experience.[18] Weaver and Wilhoit surveyed 893 full-time faculty members and found that only 13 --

1.5% -- claimed no media experience. Some had as many as 50 years of experience. The average was 9.3.[19]

Because of a common flaw, all three studies may seriously *underestimate* faculty members' professional experience. All three studies questioned full-time faculty members. Yet, increasingly, J-schools employ adjuncts to teach their basic courses.

Since 1960, the number of part-time faculty positions in the United States has at least tripled, so "between 25% and 33% of the faculty members at four-year colleges now teach part time."[20] No one knows the exact number of adjuncts employed by J-schools, but deans estimate that there are hundreds.[21] A recent study of the journalism programs at three universities found that adjuncts taught 41.8% of the students in their basic news/editorial courses.[22]

Thus, a more comprehensive study -- one that included adjuncts -- might find that the people who teach journalism's writing and editing courses have even more experience than revealed by the previous studies (and far more than demanded by even J-schools' most vehement critics).

The professionals' criticisms also ignore the fact that, when J-schools assign full-time faculty members to their writing and editing courses, they typically assign their most experienced practitioners. Stone found that practitioners with M.A.s are most likely to teach the courses, while Ph.D.s teach other courses, such as media law and history.

Professionals also criticize the students graduating from J-schools, yet evidence gathered during the last 20 years indicates that those students are better qualified than any of their predecessors.

J-schools are weeding out their least capable students, but in ways

rarely acknowledged by critics. To limit their enrollments, many schools require students to pass an entrance exam or to earn a satisfactory grade in an introductory writing class.[23] Increasingly, schools also delay students' admission until the start of their junior year. Then, students may be required to have earned a 2.5 or even a 3.0 (B) grade point average during their first two years of study. Because of the more stringent requirements, many of today's journalists would not be admitted to a J-school.

The professionals' demands for more rigor also ignore a second and more embarrassing phenomenon. Compared to J-schools' regular faculty members, the professionals employed as adjuncts give students slightly higher grades.[24]

Professionals also want students to complete more courses in the liberal arts. Yet the Accrediting Council on Education in Journalism and Mass Communication already requires students to complete a minimum of 90 semester hours in courses outside their majors, including "no fewer than 65 semester hours in the liberal arts and sciences."[25]

To graduate, journalism majors normally complete 120 semester hours, including about 30 in their major. So on average, the students in accredited programs complete two courses in the liberal arts for every one in their major. Critics rarely acknowledge that requirement -- or explain how journalism students could possibly complete more courses in the liberal arts.

Other data reveal another contradiction. Half the respondents to the ASNE survey said they did not care whether their new employees had degrees in journalism or the liberal arts. Yet, when they hire new graduates, editors overwhelmingly hire those with degrees in journalism.

A second study conducted by the ASNE -- "The Changing Face of the Newsroom" -- confirmed the trend. The study found that 33% of the journalists 60 and older have degrees in journalism, compared to 51% of those 50 to 59, 47% of those 36 to 49, 67% of those 26 to 35, and 79% of those under 25. Thus, nearly 80% of the college graduates hired most recently have degrees in journalism.

Other studies document faculty complaints about newspaper salaries. A survey conducted by Michigan State University found that the average starting salaries for 1992-93 graduates with bachelor's degrees in journalism ranked "dead last among the 28 academic majors studied."[26]

Analyst John Morton calls newspaper salaries "woefully below what will attract the best and brightest young people"[27] University of Maryland professor Maurine Beasley warns, "The low salaries and harsh working conditions of entry-level journalism jobs are keeping the brightest and most talented students out of journalism schools altogether, or else are causing them to pursue other work after earning journalism degrees."[28]

Bagdikian agrees that newspapers' beginning salaries are "shameful." Bagdikian adds that daily newspapers are one of the nation's most profitable industries, "yet pay new reporters menial wages."[29]

In addition to higher salaries, other fields also offer more jobs. The number of jobs in public relations, for example, has more than doubled since 1970, from 80,302 to 167,568.[30] By comparison, newspapers employed 54,531 newsroom professionals in 1992, "about the same level as 1986."[31]

Both college students and newspapers' current employees also complain about the industry's working conditions: about the stress, irregular hours, unpleasant assignments, poor management, and lack of opportunities for

advancement.[32]

In 1991, Pease and Smith found that 46% of the nation's reporters and editors did not want their children to follow in their footsteps.[33] In 1992, Weaver and Wilhoit found that: "Only 27% of journalists admit to being 'very satisfied' on the job -- down from 40% a decade ago and 49% in 1971."[34]

Other data support several of the professionals' charges, especially their charge that the faculty members with Ph.D.s are less experienced than those with M.A.s. In 1982, Stone found that J-schools' M.A.s had an average of 8.5 years of professional experience, compared to Ph.D.'s 5.9.[35] More recently, Weaver and Wilhoit found that M.A.s had an average of 12 years of experience: almost twice the average (6.5) of Ph.D.s.[36]

Several studies have also found that J-schools are more likely to reward their Ph.D.s: to grant them tenure, promotions, and all the other perks of academia. Typically, Fedler and Counts found that only 24.3% of J-school's M.A.s had been promoted to the rank of professor, compared to 41.6% of the schools' Ph.D.s.[37]

Ph.D.s And Research

Critics also dislike J-schools' emphasis on Ph.D.s and research. Some critics seem to believe that Ph.D.s are unnecessary: that professional experience is more important for the faculty members in J-schools. Other critics add that it is unreasonable to expect a journalist, in the middle of a career, to return to college and complete a Ph.D.

"This," insists one critic, "is why so many journalism students around the country are taught professional skills by full-time faculty members ...

who have scarcely practiced what they teach."[38]

College administrators respond that the three or four years of additional study required for a Ph.D. enhance a faculty member's knowledge of the field. A faculty member with a Ph.D. and several years of media experience is also more versatile: able to teach media law and history, for example, as well as reporting and editing. In addition, a Ph.D. may be better prepared to succeed in academia: to understand the system and to conduct the research necessary for advancement.

Critics worry that, increasingly, J-schools want all their new faculty members to have Ph.D.s, yet there is little empirical evidence to support that generalization. In 1982, Fedler and Counts found that only 51% of the faculty members in J-schools had a Ph.D. Five percent had a B.A., 36.7% an M.A., and 7% some other degree, often a J.D. or Ed.D.[39] Weaver and Wilhoit found that a similar number of the faculty members they surveyed -- 49.8% -- had a Ph.D. or other doctoral level degree.[40]

Critics voice four primary complaints about the research conducted in J-schools. They insist that the research is:

*Considered more important than good teaching: that faculty members devote too much time to research and are more likely to be rewarded for it than for good teaching.

*Of little or no practical value. "As a general proposition," Lovell explains, "it's hard to imagine that pure journalism research makes a professor a better teacher, helps students in any way, or provides data or insights that may assist news people in their jobs."[41]

*Poorly written: "stilted and awkward and filled with sentences only a mother could love."[42]

*Published in obscure journals. Weinberg explains: "...untenured journalism professors must submit research articles to refereed journals -- outlets like *The Quill*, *Columbia Journalism Review*, *Washington Journalism Review*, *Editor & Publisher*, and *Broadcasting*

matter little or not at all....Unless tenure aspirants from the journalism school publish in such places as the *Journal of Communication* or *Journalism Quarterly*, it will probably be six years and out."[43]

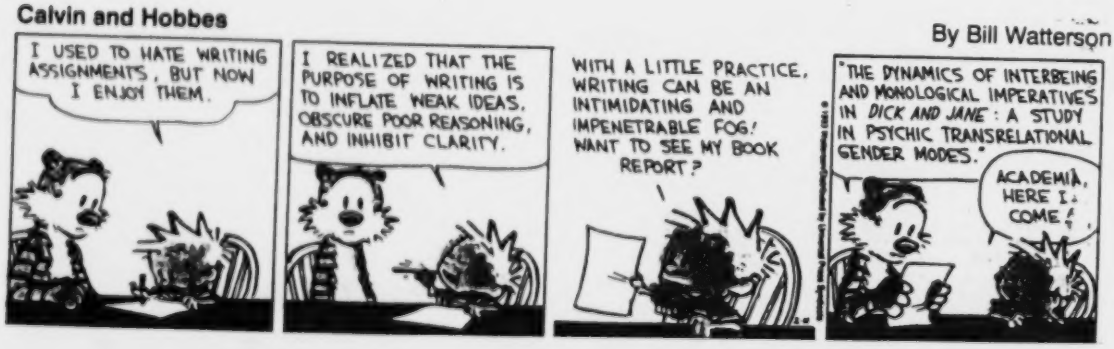
Hart summarizes all the criticisms in a paragraph:

> Good, solid news people join a university J-school faculty and suddenly find that all the rules have changed. They're no longer judged by the quality of their writing, the extent of their readership, or the breadth of their knowledge. Instead, their careers rise or fall according to how often they publish in journals that demand little in the way of writing standards, circulate to tiny audiences, and emphasize esoteric depth in a narrow specialty.[44]

The evidence seems to partially support -- and partially disprove -- the critics' complaints.

First, critics exaggerate both faculty members' interest in research and the amount of time they devote to it. Only 8.6% of Fedler and Counts' respondents listed research as their primary goal. Nine percent listed administration and 61% teaching.[45] Similarly, Weaver and Wilhoit found that 66% of their respondents preferred teaching to research.

Fedler and Counts also found that a majority of their respondents devoted "no more than 10 percent of their time to research and have not published any articles in national refereed journals during the last five years."[46] Schweitzer found that even J-schools' top researchers "average less than one full article a year."[47] Weaver and Whilhoit found that the


Calvin and Hobbes
By Bill Watterson
I USED TO HATE WRITING ASSIGNMENTS, BUT NOW I ENJOY THEM.
I REALIZED THAT THE PURPOSE OF WRITING IS TO INFLATE WEAK IDEAS, OBSCURE POOR REASONING, AND INHIBIT CLARITY.
WITH A LITTLE PRACTICE, WRITING CAN BE AN INTIMIDATING AND IMPENETRABLE FOG! WANT TO SEE MY BOOK REPORT?
"THE DYNAMICS OF INTERBEING AND MONOLOGICAL IMPERATIVES IN DICK AND JANE: A STUDY IN PSYCHIC TRANSRELATIONAL GENDER MODES."
ACADEMIA, HERE I COME!

average faculty member published four articles and one book during a career of about 12 years.[48]

Second, many J-schools expect their faculty members to conduct research -- and prefer research in refereed journals. There are exceptions, however, and they appear widespread. Furthermore, some schools have different expectations for their M.A.s and Ph.D.s.

Plumley surveyed 383 administrators and found that classroom teaching is the most important factor in evaluating faculty members without Ph.D.s.[49] Plumley concluded:

> The pressure to publish, which has been reported in the past few years as a very important factor in the evaluation of tenure-track faculty, does not appear to be as important overall to administrators when evaluating "non-traditional" (non-Ph.D.) faculty.

Stone and Norton found that administrators "believe their faculty members can and should do 'research,'" but defined it as more than the number of articles published in refereed journals. Forty-nine percent of their respondents agreed that, "Writing a column for the local paper should be considered equivalent to producing one refereed publication each semester."[50]

Leigh surveyed accredited programs and also found "widespread use of creative activities as alternatives to research publications in tenure decisions." More than 90 percent of Leigh's respondents accepted activities such as the production of television programs.[51]

Schweitzer surveyed administrators at both accredited and non-accredited programs and found that they tended to only slightly agree with the statement that, "...there is considerable pressure on (especially

junior) faculty to publish in refereed journals such as *Journalism Quarterly*."

Schweitzer's respondents accepted a variety of activities. But, when asked to rank 22, they selected as the top five: (1) writing a scholarly book, (2) being the sole author of an article in a national refereed journal, (3) being the sole author of a monograph, (4) co-authoring an article in a national refereed journal, and (5) writing a college textbook.[52]

Schweitzer also asked administrators to rate his statement about the pressure to publish in refereed journals, using a scale of from "5" (strongly agree) to "1" (strongly disagree). The results revealed significant differences from school to school. Administrators at schools that offered only a B.A. gave the statement an average rating of 3.03. Administrators at schools whose highest degree was an M.A. averaged 3.85. Administrators at schools that offered a Ph.D. averaged 4.37.

A final point: Despite the problems, the M.A.s in J-schools seem to be as content as their colleagues with Ph.D.s. Weaver and Wilhoit found that 44.2% of all their respondents were "very satisfied" with their jobs, and that 42% were "satisfied." Fedler and Counts found that 82.8% of their respondents with M.A.s were satisfied, compared to 81.4% of the Ph.D.s.[53]

A smaller study found that professionals' primary disappointments in academia are not its emphasis on Ph.D.s and research, but "bureaucracy, office politics, fund raising, and unmotivated students."[54]

Unanswered Questions

Everyone involved in the debate has failed to prove several claims.

Most obviously, there is little or no evidence to support the professionals' claims that:

*J-schools hire only Ph.D.s, and many of those Ph.D.s have no professional experience.

*The research conducted in J-schools is of little or no value.

*Journalism students are overloaded with theory courses.

*Today's students are inferior to those in previous generations.

*Graduates with degrees in the liberal arts become better journalists.

Professionals often complain that J-schools require their students to complete too many theory courses, but there is no evidence that most schools require -- or even offer -- a single theory course for their undergraduates. Similarly, the professionals who complain about the quality of today's graduates have never systematically compared them to yesterday's graduates.

Other professionals may be guilty of a more grievous error: of confusing or even seriously misleading students. Those professionals encourage students to major in the liberal arts and explain that journalism's techniques can be learned on-the-job. There is no evidence, however, that editors hire many graduates with degrees in the liberal arts. Editors have also failed to prove that they (or many of their colleagues) provide on-the-job training for graduates with degrees in the liberal arts: training in the basics of reporting and editing, or in media law and ethics, for example.[55]

Similarly, faculty members have failed to prove their claims that:

*Research makes them better teachers.

*Their research is valuable enough to justify the emphasis placed on it

-- and all the resources devoted to it.

*Their colleges and universities require and reward good teaching.

Proponents of scholarly research insist that it makes faculty members better teachers: more confident and knowledgeable. It is difficult, however, to find any empirical evidence to prove that claim. Proponents of research also argue -- but have not proven -- that it is of some real value to their students and the industry.

Obstacles To Reform

The obstacles to reform are formidable.

Critics overestimate J-schools' ability to reform universities. There are 2,141 four-year colleges and universities in the United States, and only 343 offer a four-year degree in journalism or mass communication. Those colleges and universities employ 379,373 faculty members and enroll 8.5 million students.[56] Only 3,600 of the faculty members and 151,740 of the students -- fewer than 2% -- are in J-schools.[57]

Universities' top administrators also come primarily from other departments, and so do a majority of the faculty members on tenure and promotion committees. Many demand evidence that every applicant for tenure or promotion is both a good teacher and respected scholar. Not everyone agrees that work for a newspaper is an acceptable substitute -- and there is no easy way to change their minds.

The critics' vision is also myopic. Newspaper professionals complain about the problems in J-schools as though they were somehow unique. Yet professionals in other fields voice similar complaints: professionals in art, nursing, law enforcement, theater, and hospitality management, for

example.

It is not a strong alliance.

For years, faculty members have worried about J-schools' status in academia. Some fear that colleagues in other departments believe that journalism belongs in trade schools, not universities. That belief, if widespread, is dangerous in an era of retrenchment. Because of their small classes and need for expensive equipment, J-schools are unusually costly. Thus, administrators ordered to cut their institutions' budgets may decide to start with their J-schools.[58] Professionals who want J-schools to emphasize the field's techniques (or to de-emphasize Ph.D.s and research) could aggravate the problem.

In a movement that seems to be gaining momentum, other Americans are trying to reform the nation's entire university system, and many of their goals are similar. They want universities to emphasize good teaching, particularly at the undergraduate level, and to de-emphasize research. The professionals critical of J-schools do not seem to be aware of that movement: to endorse or even mention it.[59]

Media professionals have also suggested that J-schools should be modeled after schools of law and medicine.[60] Those schools are better-funded, more prestigious, and more independent. Critics add that the research conducted in those schools is more useful: that it leads to new insights and techniques that help practitioners in their fields.[61] That may be true, but schools of law and medicine are expensive, and the professionals who want J-schools to follow their example have never offered to provide the tens of millions of dollars needed for the transformation.

J-schools have developed more practical solutions to their problems.

However, no school adopts every solution, just as no newspaper adopts every recommendation for improving its content and circulation.

Many schools try to balance their curriculum between the practical and the theoretical, and their faculties between a mix of Ph.D.s and long-time practitioners. Some also establish two tracks for their faculty members. The administrators at those schools do not expect every experienced professional to earn a Ph.D. and conduct research. However, they may assign their M.A.s more classes and expect them to engage in other types of professional activities. M.A.s may also find it difficult to advance beyond the rank of associate professor.

Faculty members add that editors sincerely interested in helping J-schools should provide more financial support for them.[62] Editors anxious to attract better students might provide more and larger scholarships for students (and higher salaries for J-schools' graduates). Editors anxious to encourage good teaching might provide the money needed to reward good teachers. (Other sources have given colleges gifts -- supplements of up to $10,000 a year -- for outstanding teachers.)[63]

J-schools also need more money to hire experienced professionals. Now, professionals with good positions at leading publications may be reluctant to accept J-schools' salaries. In 1992, the average salary for assistant professors at public four-year institutions was $35,511. The average for associate professors was $42,732, and for professors $56,658.[64]

Finally, professionals critical of the research conducted in J-schools might seek faculty members' help in solving the industry's problems. Professionals might also provide the money needed to conduct better research. Now, faculty members' resources are often limited. Some have

only their own money: whatever they can afford to spend from their own salaries or savings. Unlike the faculty members in law and medicine, few receive million-dollar grants.

Summary and Discussion

People understand the complexities of their own lives and realize that there are few simple solutions to their problems. Yet people try to impose simple solutions upon others. Typically, media professionals offer simple solutions to the problems in J-schools. Yet they have failed to prove that even their criticisms of the schools -- their perceptions of the problems -- are accurate.

Professionals rarely conduct systematic tests or surveys of J-schools, their faculty members, students, or graduates.[65] Instead, they survey one another, then report their impressions as fact. Some of their impressions (especially their impressions about J-schools' growing emphasis on Ph.D.s) may be accurate. But neither the professionals criticizing J-schools nor the faculty members defending them have gathered the evidence needed to prove that their impressions are accurate. Worse, some continue to repeat impressions that have been proven inaccurate.

Clearly, some of the professionals working in academia have legitimate grievances. But many of those professionals are guilty of another sin. They generalize about their grievances, condemning all J-schools.[66]

Generalities about J-schools are as silly as generalities about the nation's daily newspapers. Many J-schools, especially those that grant Ph.D.'s, do emphasize research. However, others do not.[67] Or, they

establish different requirements (a second track) for the experienced professionals on their staffs.

The relationship between newspaper professionals and J-schools can never be totally harmonious; their interests are too diverse. Still, the extent and tone of today's debate seems unnecessarily acrimonious.

Everyone wants better students, better teachers, higher salaries, better equipment, and better buildings. Everyone also wants J-schools to enjoy more autonomy -- and to be fairer and more flexible in their procedures for hiring, evaluating, and rewarding their best faculty members. The acrimonious debate between professionals and faculty members will not help either group attain its goals.

"It's time," concludes Professor Travis Linn, "we stop pointing fingers at one another and begin to work together seriously to improve ... journalism education."[68]

The first step may be to acknowledge the growing body of evidence gathered during the last 20 years. The second step may be to abandon unsubstantiated generalities -- or to begin gathering the evidence needed to prove those generalities.

Addendum

Researchers often end their articles by calling for more research. In this case, numerous questions remain unanswered:

1. How many of the nation's J-schools limit their enrollments, and what requirements have they established for applicants? How do those requirements affect the quality of today's students?

2. Do journalism's best students enroll in news/editorial sequences and go to work for newspapers after graduation. If not, why?

3. Are today's journalism students inferior to those in past generations?

4. How many adjuncts do J-schools employ? Who are the adjuncts, what do they teach, and how well are they paid and supervised? Also, is the percentage of classes taught by adjuncts increasing or decreasing?

5. What percentage of J-schools' newest faculty members have M.A.s vs. Ph.D.s? How do those percentages (and the faculty members' years of professional experience) compare to 10, 20 or 30 years ago?

6. Does research make the faculty members in J-schools better teachers?

7. Does the research conducted in J-schools merit the time and resources devoted to it?

8. What percentage of the research conducted in J-schools appears in refereed journals? Where does the remainder appear?

9. Professionals criticize the research conducted in J-schools but have never defined the term. Do they condemn all research?

10. Is it true that faculty members in other departments believe that journalism belongs in trade schools? If so, what are the consequences? (Or, researchers might hypothesize that, because of rising enrollments, J-schools are growing in prestige and power.)

11. Do most J-schools expect their M.A.s to conduct research? Or, do they create separate tracks with different expectations? If so, what are the typical expectations (and rewards) for M.A.s?

12. Most faculty members publish few articles and write few books. In an era when universities supposedly emphasize research, how do so many faculty members avoid it? Are they content and successful?

13. Is it true that J-schools' news/editorial sequences are declining in enrollment and influence? If so, what are the consequences?

14. Are the undergraduates in J-schools overburdened with theory classes?

Suggested Readings

1. American Society of Newspaper Editors Committee on Education for Journalism. "Journalism Education: Facing Up to the Challenge of Change," April 1990.

2. Cowdin, Hugh P. "The Liberal Art Of Journalism: Journalism education exists primarily for the good of the students, not primarily for the good of the media industry." The Quill, July/August 1985, pp. 16-19.

3. Dennis, Everette E. "Whatever Happened to Marse Robert's Dream? The Dilemma of American Journalism Education." Gannett Center Journal, Spring 1988, pp. 2-22.

4. Hart, Jack. "Cool it: Profs and Pros have skewered one another too long, to no one's benefit." The Quill, March 1989, pp. 32-35.

5. Lovell, Ron. "Triumph of the Chi-squares: It's a hollow victory." The Quill, October 1987, pp. 22-24.

6. Medsger, Betty. "Can We Talk? 'Journalism educators and journalism professionals need to be both more respectful and more critical of each other.'" ASNE Bulletin, April 1991, pp. 22-24.

7. Mencher, Melvin. "Confronting our critics and ourselves: Jettison guilt, continue good work." Journalism Educator, Vol. 44, No. 4 (Winter 1990), pp. 64-67+.

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9. Schweitzer, John C. "Practical research can bring respect to J-schools." Journalism Educator, Vol. 40, No. 2 (Summer 1985), pp. 38-41.

10. Serafini, Anthony. "A Little Bit Of Heresy: Let's put the education back in journalism and the journalism back in the newsroom." The Quill, July/August 1984, pp. 23-28.

11. Smith, Lee. "Wither Journalism-School Reform?" The Masthead, Winter 1977, pp. 26-28.

12. Various authors. "The Chi-Squares strike back: Academic research presents an opportunity, not a threat." The Quill, January 1988, pp. 30-33+.

13. Weaver, David, and G. Cleveland Wilhoit. "A profile of JMC educators: traits, attitudes and values." Journalism Educator, Vol. 43, No. 2 (Summer, 1988), pp. 4-41.

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1. Arnold Friedman. "Must we teach the teachers, too?" ASNE Bulletin, July/August 1989, p. 36.

2. Everette E. Dennis. "Whatever Happened to Marse Robert's Dream: The Dilemma of American Journalism Education." Gannett Center Journal, Spring 1988, p. 4.

3. Thomas V. Dickson and Ralph L. Sellmeyer. "Green Eyeshades vs. Chi Squares Revisited: Editors' and JMC Administrators' Perceptions of Major Issues in Journalism Education." Paper presented to the Newspaper Division of the Association for Education in Journalism and Mass Communication at its 1992 convention in Montreal, Canada, p. 30.

4. Ibid., p. 34. SEE ALSO: "A Little Bit Of Heresy: let's put the education back in journalism and the journalism back in the newsroom" by Anthony Serafini. The Quill, July/August 1984, pp. 23-28.

5. See, for example: "In defense of j-schools" by Sherrie Mazingo. Editor & Publisher, April 29, 1991, p. 48.

6. "Journalism Education: Facing Up to the Challenge of Change." American Society of Newspaper Editors Committee on Education for Journalism, April 1990, p. 7.

7. "Scripps news execs critical of J-schools." Editor & Publisher, June 4, 1983, p. 18. SEE ALSO: "How to make Schools of Journalism better" by Charles-Gene McDaniel. Editor & Publisher, Aug. 7, 1982, p. 10.

8. Hugh P. Cowdin. "The Liberal Art Of Journalism: Journalism education exists primarily for the good of the students, not primarily for the good of the media industry." The Quill, July/August 1985, p. 16.

9. Will Lindley. "Bridge the gap." Editor & Publisher, July 30, 1988, p. 18.

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11. McDaniel. "How to make Schools of Journalism better," p. 10.

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14. Hartman and McCorkle, "Communication difficulties, part 2," p. 5.

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16. Ben H. Bagdikian. "Three Problems With J-Schools." Presstime, September 1990, p. 32

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21. Mary A. Anderson. "Journalists as Teachers: Hundreds of newspaper staffers work after hours taking practical experiences to J-school classrooms." Presstime, August, 1988, p. 24.

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23. Cynthia F. Wilson. "Getting in Gets Tougher As J-Schools Swell." Presstime, November 1990, pp. 7-9.

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60. Smith. "Whither Journalism-School Reform?" p. 26.

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62. Reese Cleghorn. "80 Percent Are From J-schools, So..." Washington Journalism Review, December 1989, p. 4.

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66. SEE, FOR EXAMPLE: "Here's why some professors can't write" by Kevin Catalano." ASNE Bulletin, January/February 1990, p. 25. For a discussion of professionals' grievances, also see: "It's time for trade-school partisans to fight back" by Melvin Mencher. The Quill, March 1990, pp. 5-6.

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